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EDUCATION

Part LI. Bulletin 1963C Louisiana State Arts Content Standards

Chapter 1. General Provisions

§101. Introduction

A. The arts, dance, theatre arts, visual arts, and music are fundamental to the intellectual, social, emotional, and physical development of Louisiana students for the twenty-first century. The arts draw on a range of intelligence and learning styles not addressed in most educational environments.

B. Students of the arts are encouraged to use their imaginations, to develop personal discipline, and to find multiple solutions to problems. They learn to respond to events and experiences with confidence and to communicate their feelings and viewpoints through appropriate creative outlets.

C. Business demands workers who possess an ability to communicate, to be flexible, and to diagnose problems and find creative solutions. The arts preceded speech as man's first language; they assist in the development of the skills of communication and the integration of basic skills of reading, writing, science, and mathematics. These skills help students shape their lives, their communities, and their nation. The arts make all subjects come alive.

D. The Louisiana Arts Content Standards bring together the basic content of the four disciplines of dance, theatre arts, visual arts, and music into one common set of standards essential for a comprehensive arts education. The twenty-first century, the age of information, will require more from the next generation of students. The relevance of education in a rapidly changing society will depend on converging the aims of education and the workforce for well-rounded, educated students who will be productive members of society. The arts will assist in the achievement of these aims with the implementation of these rigorous and challenging content standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1741 (August 2002).

§103. Standards of Arts Education

A. Creative Expression. Creative expression is the ability to imagine, organize and interpret ideas for expression in the process of creating and producing art forms which involve inspiration, analysis, and problem solving.

1. Standard. Students develop creative expression through the application of knowledge, ideas, communication skills, organization abilities and imagination.

B. Aesthetic Perception. Aesthetic perception is the ability to observe, understand, and respond to ideas, experiences and the unique characteristics of natural and created environments, and to make informed judgments about the meaning of the arts.

1. Standard. Students develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

C. Historical Perspective and Cultural Perception. Historical perspective and cultural perception is the ability to recognize the arts as a reflection of individual and cultural expression and to appreciate the aspects of history and human experience.

1. Standard. Students develop historical perspective and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

D. Critical Analysis. Critical analysis is the ability to interpret, analyze and synthesize the performing and visual arts to form judgments based on sufficient and appropriate criteria.

1. Standard. Students make informed verbal and written observations about the arts by developing critical analysis skills through the study of and exposure to the arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1741 (August 2002).

§105. Definitions

Assessment A process through which evidence is gathered in a range of content areas to determine both a student's understanding and the ability to apply that understanding.

Benchmark A broad statement of process and/or content that is used as a reference to develop curricula and to assess student progress.

Content Area A field of study or branch of knowledge formally referred to as a subject area or discipline.

Content Standard A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.

Focus A statement describing the importance of a content strand.

Foundation Skills Processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

Framework A document for a content area that reflects national standards and provides a guiding vision of its content and purpose.

Integrated Refers to combining the elements across the various content areas or frameworks.

Interdisciplinary Refers to combining the elements across the various content areas or frameworks.

Performance Standards Refers to the level of knowledge or proficiency students should manifest as a result of their education.

Strands Categories within particular content areas, which may vary from discipline to discipline. *Strands* are interrelated and should be integrated rather than taught in isolation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1741 (August 2002).

Chapter 3. Dance

Subchapter A. Creative Expression

§301. Focus

A. Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

1. Standard. Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1742 (August 2002).

§303. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CE-1D-E1	Use kinesthetic awareness, proper use of space, and the ability to move safely	(2,5)
CE-1D-E2	Identify and explore basic skills, the elements of dance (space, time and energy) and dance vocabulary	(2)
CE-1D-E3	Recognize that dance is a way to create and communicate ideas and feelings	(1)
CE-1D-E4	Discuss and explore the process of making a dance	(1, 2, 3, 5)
CE-1D-E5	Execute improvised and set movement patterns with concentration and focus individually and in groups	(2,5)
CE-1D-E6	Explore the relationship among dance, other arts, and disciplines outside the arts	(3,4)
CE-1D-E7	Explore technical dimensions of dance individually and collaboratively such as performance space, accompaniment, current technology, and set design	(1, 3, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1742 (August 2002).

§305. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

CE-1D-M1	Demonstrate self-monitoring and effective use of space	(2,5)
CE-1D-M2	Recognize and explore the dance elements and vocabulary to increase basic skills and knowledge	(2)
CE-1D-M3	Demonstrate the ability to use dance as a language and means of communication	(1, 2, 4, 5)
CE-1D-M4	Recognize and demonstrate the concepts of improvisation, choreography, and different dance structures such as canon and unison	(2, 4, 5)
CE-1D-M5	Perform dance compositions informally and formally	(1, 4, 5)
CE-1D-M6	Identify and discuss relationships among dance, other arts, and disciplines outside the arts	(3, 4, 5)
CE-1D-M7	Use technical dimensions of dance individually and collaboratively	(1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1742 (August 2002).

§307. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CE-1D-H1	Incorporate kinesthetic awareness, use of space and self-evaluation to refine performance skills	(2, 4, 5)
CE-1D-H2	Utilize and expand dance vocabulary and develop technical skills	(2, 4)
CE-1D-H3	Utilize dance as an expression of individual ideas and feelings	(1, 2, 5)
CE-1D-H4	Incorporate the concepts of improvisation, choreography, and dance structures into dance compositions	(1, 2, 4, 5)

CE-1D-H5	Present and evaluate movement studies designed to display skills and techniques	(1,2, 4)
CE-1D-H6	Present a multi-disciplinary dance project	(3, 4, 5)
CE-1D-H7	Manipulate technical dimensions of dance individually and collaboratively	(1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1742 (August 2002).

§309. Creative ExpressionC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Use kinesthetic awareness, proper use of space and the ability to move safely; (2, 5)	Demonstrate self-monitoring and effective use of space; (2, 5)	Incorporate kinesthetic awareness, use of space and self-evaluation to refine performance skills; (2, 4, 5)
Benchmark 2	Identify and explore basic skills, the elements of dance (space, time, and energy) and dance vocabulary; (2)	Recognize and explore the dance elements and vocabulary to increase basic skills and knowledge; (2)	Utilize and expand dance vocabulary and develop technical skills; (2, 4)
Benchmark 3	Recognize that dance is a way to create and communicate ideas and feelings; (1)	Demonstrate the ability to use dance as a language and means of communication; (1, 2, 4, 5)	Utilize dance as an expression of individual ideas and feelings; (1, 2, 5)
Benchmark 4	Discuss and explore the process of making a dance; (1, 2, 3, 5)	Recognize and demonstrate the concepts of improvisation, choreography, and different dance structures such as canon and unison; (2, 4, 5)	Incorporate the concepts of improvisation, choreography and dance structures into dance compositions; (1, 2, 4, 5)
Benchmark 5	Execute improvised and set movement patterns with concentration and focus individually and in groups; (2, 5)	Perform dance compositions informally and formally; (1, 4, 5)	Present and evaluate movement studies designed to display skills and techniques; (1, 2, 4)
Benchmark 6	Explore the relationship among dance, other arts, and disciplines outside the arts; (3, 4)	Identify and discuss relationships among dance, other arts, and disciplines outside the arts; (3, 4, 5)	Present a multi-disciplinary dance project; (3, 4, 5)
Benchmark 7	Explore technical dimensions of dance individually and collaboratively such as performance space, accompaniment, current technology, and set design. (1, 3, 5)	Use technical dimensions of dance individually and collaboratively. (1, 3, 4, 5)	Manipulate technical dimensions of dance individually and collaboratively. (1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1743 (August 2002).

Subchapter B. Aesthetic Perception

§321. Focus

A. The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness of the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

1. Standard. Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1743 (August 2002).

§323. Benchmarks K–4

A. In grades K–4, what students should know and be able to do includes:

AP-2D-E1	Recognize and respond to sensory and emotional experiences in dance	(1, 4)
AP-2D-E2	Recognize and respond to ideas and creations of others through the study of dance	(1, 4)
AP-2D-E3	Understand there are many choices available in the creative process of choreography	(1, 3, 4)
AP-2D-E4	Discuss the thoughts and feelings created by the works of choreographers	(1,3)
AP-2D-E5	Recognize that there are differences between styles of dance	(2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1743 (August 2002).

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§325. Benchmarks 5-8

A. In grades 5–8, what students should know and be able to do includes:

AP-2D-M1	Utilize dance vocabulary and elements of dance for responding to the aesthetic qualities of works of dance	(1, 2, 4)
AP-2D-M2	Recognize and communicate that the concept of beauty differs from culture to culture	(1, 4)
AP-2D-M3	Identify and explore the meaning of dance and choreography to culture and environment	(1, 3, 4)
AP-2D-M4	Communicate new ideas, possibilities, options, and situations pertaining to the world of dance	(1, 3, 4)
AP-2D-M5	Identify, reflect, and distinguish differences among styles of dance	(1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1744 (August 2002).

§327. Benchmarks 9–12

A. In grades 9–12, what students should know and be able to do includes:

AP-2D-H1	Use an expanded dance vocabulary when responding to the aesthetic qualities of dance	(1, 2, 4)
AP-2D-H2	Analyze the unique characteristics of dance as it reflects the quality of everyday life in various cultures	(1, 2, 3, 4)
AP-2D-H3	Use descriptors, analogies, and other metaphors to express the impact of dance on our senses, intellects, and emotions	(1, 4)
AP-2D-H4	Assimilate and communicate the multiple possibilities and options available in dance	(1, 3, 4, 5)
AP-2D-H5	Question/weigh evidence and information, examine intuitive reaction, and draw personal conclusions about dance	(1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1744 (August 2002).

§329. Aesthetic PerceptionC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Recognize and respond to sensory and emotional experiences in dance; (1, 4)	Utilize dance vocabulary and elements of dance for responding to the aesthetic qualities of works of dance; (1, 2, 4)	Use an expanded dance vocabulary when responding to the aesthetic qualities of dance; (1, 2, 4)
Benchmark 2	Recognize and respond to the ideas and creations of others through the study of dance; (1, 4)	Recognize and communicate that the concept of beauty differs from culture to culture; (1, 4)	Analyze the unique characteristics of dance as it reflects the quality of everyday life in various cultures; (1, 2, 3, 4)
Benchmark 3	Understand there are many choices available in the creative process of choreography; (1, 3, 4)	Identify and explore the meaning of dance and choreography to culture and environment; (1, 3, 4)	Use descriptors, analogies, and other metaphors to express the impact of dance on our senses, intellects, and emotions; (1, 4)
Benchmark 4	Discuss the thoughts and feelings created by the works of choreographers; (1, 3)	Communicate new ideas, possibilities, options, and situations pertaining to the world of dance; (1, 3, 4)	Assimilate and communicate the multiple possibilities and options available in dance; (1, 3, 4, 5)
Benchmark 5	Recognize that there are differences between styles of dance. (2, 3, 4)	Identify, reflect and distinguish differences among styles of dance. (1, 2, 3, 4)	Question/weigh evidence and information, examine intuitive reaction, and draw personal conclusions about dance. (1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1744 (August 2002).

Subchapter C. Historical Perspective and Cultural Perception

§331. Focus

A. Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creed, societies, and even the civilizations that spawned them. The artist is a harbinger of

change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

1. Standard. Students will develop historical perspective and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1744 (August 2002).

§333. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

HP-3D-E1	Explore and discuss that dance throughout history is a record of human experience	(3, 4)
HP-3D-E2	Observe and recognize the styles of dance in various cultures	(3, 4, 5)
HP-3D-E3	Introduce great dance works, innovators, and performers who have shaped history	(4, 5)
HP-3D-E4	Identify and explore dance careers throughout history	(3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1744 (August 2002).

§335. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

HP-3D-M1	Recognize and explore the role of dance in various cultures	(3, 4)
HP-3D-M2	Classify and distinguish between different dance styles from historical, contemporary, and cultural perspectives	(1, 2, 4)
HP-3D-M3	Explore and discuss the influences of great dance works, innovators, and performers who have shaped history	(2, 3, 4)
HP-3D-M4	Recognize current career opportunities in dance	(3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1745 (August 2002).

§337. Benchmarks 9-12

A. In grades 9–12, what students should know and be able to do includes:

HP-3D-H1	Identify and analyze universal themes and values of various cultures as they are exhibited in dance	(1, 5)
HP-3D-H2	Analyze and categorize styles as they relate to cultural, social, political, and economic environments	(2, 3, 4, 5)
HP-3D-H3	Compare and contrast current dance trends and creators with those of the past	(2, 3, 4)
HP-3D-H4	Present the career components of dance production	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1745 (August 2002).

§339. Historical Perspective and Cultural PerceptionCGrade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Explore and discuss that dance throughout history is a record of human experience; (3, 4)	Recognize and explore the role of dance in various cultures; (3, 4)	Identify and analyze universal themes and values of various cultures as they are exhibited in dance; (1, 5)
Benchmark 2	Observe and recognize the styles of dance in various cultures; (3, 4, 5)	Classify and distinguish between different dance styles from historical, contemporary, and cultural perspectives; (1, 2, 4)	Analyze and categorize styles as they relate to cultural, social, political, and economic environments; (2, 3, 4, 5)
Benchmark 3	Introduce great dance works, innovators and performers who have shaped history; (4, 5)	Explore and discuss the influences of great dance works, innovators, and performers who have shaped history; (2, 3, 4)	Compare and contrast current dance trends and creators with those of the past; (2, 3, 4)
Benchmark 4	Identify and explore dance careers throughout history. (3, 4)	Recognize current career opportunities in dance. (3, 4)	Present the career components of dance production. (1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1745 (August 2002).

Subchapter D. Critical Analysis**§345. Focus**

A. Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual

with means to observe, describe, analyze, and make critical, reasoned judgments about the form and content of the arts.

1. Standard. Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1745 (August 2002).

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§347. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CA-4D-E1	Observe and identify the basic movements in dance	(1, 4)
CA-4D-E2	Identify basic examples of the dance elements in various dance experiences	(1, 4)
CA-4D-E3	Explore and discuss sequence in a performance	(1, 2)
CA-4D-E4	Recognize basic differences in the processes of creating, performing, and observing dance	(4, 5)
CA-4D-E5	Communicate individual feelings toward the dance experience	(1, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1745 (August 2002).

§349. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

CA-4D-M1	Recognize the content and expression of various dance styles	(1, 4)
CA-4D-M2	Recognize and identify how elements of dance communicate the choreographic intent	(1, 2)
CA-4D-M3	Describe the use of aesthetic principles such as unity, contrast, continuity, and climax in dance	(1, 2, 4)
CA-4D-M4	Compare and contrast the differing roles in the process of creating, performing, and observing dance	(1, 2, 5)
CA-4D-M5	Apply dance vocabulary in dance critiques	(1, 2, 3, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1746 (August 2002).

§351. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CA-4D-H1	Develop a criterion for forming personal preferences and opinions of dance styles	(1, 2, 3, 4, 5)
CA-4D-H2	Describe and demonstrate the choreographic intent of dance	(1, 2)
CA-4D-H3	Apply aesthetic principles and choreographic criteria to critique dance	(1, 2, 3, 4)
CA-4D-H4	Use aesthetic principles and factors to establish individual attitudes toward creating, performing, and observing dance	(1, 2, 4, 5)
CA-4D-H5	Expand the ability to communicate and justify aesthetic responses to the dance experience	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1746 (August 2002).

§353. Critical AnalysisC Grade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	Observe and identify the basic movements in dance; (1, 4)	Recognize the content and expression of various dance styles; (1, 4)	Develop a criterion for forming personal preferences and opinions of dance styles; (1, 2, 3, 4, 5)
Benchmark 2	Identify basic examples of the dance elements in various dance experiences; (1, 4)	Recognize and identify how elements of dance communicate the choreographic intent; (1, 2)	Describe and demonstrate the choreographic intent of dance; (1, 2)
Benchmark 3	Explore and discuss sequence in a performance; (1, 2)	Describe the use of aesthetic principles such as unity, contrast, continuity, and climax in dance; (1, 2, 4)	Apply aesthetic principles and choreographic criteria to critique dance; (1, 2, 3, 4)
Benchmark 4	Recognize basic differences in the processes of creating, performing, and observing dance; (4, 5)	Compare and contrast the differing roles in the process of creating, performing, and observing dance; (1, 2, 5)	Use aesthetic principles and factors to establish individual attitudes toward creating, performing, and observing dance; (1, 2, 4, 5)
Benchmark 5	Communicate individual feelings toward the dance experience. (1, 5)	Apply dance vocabulary in dance critiques. (1, 2, 3, 5)	Expand the ability to communicate and justify aesthetic responses to the dance experience. (1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1746 (August 2002).

Chapter 5. Music

Subchapter A. Creative Expression

§501. Focus

A. Creative Expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

1. Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1746 (August 2002).

§503. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CE-1M-E1	Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources	(1, 3, 4)
CE-1M-E2	Identify basic notational symbols and vocabulary that convey precise musical meanings	(1, 2, 3, 4)
CE-1M-E3	Perform, improvise, and compose simple musical ideas	(2, 3, 4)
CE-1M-E4	Explore basic elements of music using voice, musical instruments, electronic technology, or available media	(3)
CE-1M-E5	Participate in organized activities including singing, playing, and movement	(1, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1747 (August 2002).

§505. Benchmarks 5-8

§509. Creative ExpressionC Grade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources; (1, 3, 4)	Identify and perform melodic and rhythmic patterns using voice, musical instruments, or other sound sources, both individually and in ensembles; (1, 3, 4, 5)	Create and improvise advanced musical forms using voice, musical instruments, or other sound sources, both individually and in ensembles; (1, 2, 3, 4, 5)
Benchmark 2	Identify basic notational symbols and vocabulary that convey precise musical meanings; (1, 2, 3, 4)	Interpret notational symbols and vocabulary that convey precise musical meanings; (1, 2, 3, 4)	Apply with technical accuracy notational symbols and vocabulary that convey precise musical meanings; (1, 2, 3, 4)

A. In grades 5-8, what students should know and be able to do includes:

CE-1M-M1	Identify and perform melodic and rhythmic patterns using voice, musical instruments, or other sound sources, both individually and in ensembles	(1, 3, 4, 5)
CE-1M-M2	Interpret notational symbols and vocabulary that convey precise musical meanings	(1, 2, 3, 4)
CE-1M-M3	Improvise, perform, and compose written music	(2, 3, 4)
CE-1M-M4	Identify and demonstrate elements of music, using voice, musical instruments, electronic technology, or other available media	(1, 3, 4)
CE-1M-M5	Participate in organized activities including singing, playing, and movement	(1, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1747 (August 2002).

§507. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CE-1M-H1	Create and improvise advanced musical forms using voice, musical instruments, or other sound sources, both individually and in ensembles	(1, 2, 3, 4, 5)
CE-1M-H2	Apply with technical accuracy notational symbols and vocabulary that convey precise musical meanings	(1, 2, 3, 4)
CE-1M-H3	Improvise, perform, and compose advanced compositions	(2, 3, 4)
CE-1M-H4	Interpret and apply elements of music using preferred medium of performance	(1, 3, 4)
CE-1M-H5	Perform in musical ensembles using a preferred performance medium	(1, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1747 (August 2002).

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Grade Cluster	K-4	5-8	9-12
Benchmark 3	Perform, improvise, and compose simple musical ideas; (2, 3, 4)	Improvise; perform, and compose written music; (2, 3, 4)	Improvise, perform, and compose advanced compositions; (2, 3, 4)
Benchmark 4	Explore basic elements of music using voice, musical instruments, electronic technology, or available media; (3)	Identify and demonstrate elements of music, using voice, musical instruments, electronic technology, or other available media; (1, 3, 4)	Interpret and apply elements of music using preferred medium of performance; (1, 3, 4)
Benchmark 5	Participate in organized activities including singing, playing, and movement. (1, 5)	Perform in organized activities including singing, playing, and movement. (1, 5)	Perform in musical ensembles using a preferred performance medium. (1, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

Subchapter B. Aesthetic Perception

§515. Focus

A. The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness of the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

1. Standard. Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

§517. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

AP-2M-E1	Use simple music vocabulary to discuss individual work and the works of others	(1, 4)
AP-2M-E2	Develop and communicate an awareness of ideas and creations of others through the study of music	(1, 4, 5)
AP-2M-E3	Develop an awareness of how music is used in daily life, in the workplace, and within the community	(1, 4, 5)
AP-2M-E4	Explore various choices available in the creative processes of music	(1, 3, 4)
AP-2M-E5	Participate in elementary inquiry into the basic question "What is music?"	(1, 3)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student

Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

§519. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

AP-2M-M1	Use expanded music vocabulary to interpret the aesthetic qualities of musical compositions	(1, 2, 3, 4)
AP-2M-M2	Recognize different concepts of beauty in various cultures	(1, 4, 5)
AP-2M-M3	Identify and explore music and the roles of musicians in differing cultures and environments	(1, 3, 4, 5)
AP-2M-M4	Examine traditional and technological options as they pertain to creative processes in music	(1, 3, 4)
AP-2M-M5	Identify, reflect, and distinguish differences in the elements of music as heard in musical works	(1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

§521. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

AP-2M-H1	Use advanced music vocabulary to respond to aesthetic qualities of music	(1, 2, 3, 4)
AP-2M-H2	Analyze the unique characteristics of music used for different purposes in various cultures	(1, 2, 3, 4, 5)
AP-2M-H3	Express the impact of music on intellect and emotion	(1, 3, 4, 5)
AP-2M-H4	Compare and contrast traditional and technological options available for artistic expression in music	(1, 2, 3, 4)
AP-2M-H5	Articulate intuitive reactions and draw personal conclusion about musical works	(1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

§523. Aesthetic PerceptionC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Use simple music vocabulary to discuss individual’s work and the works of others; (1, 4)	Use expanded music vocabulary to interpret the aesthetic qualities of musical compositions; (1, 2, 3, 4)	Use advanced music vocabulary to respond to aesthetic qualities of music; (1, 2, 3, 4)
Benchmark 2	Develop and communicate an awareness of ideas and creations of others through the study of music; (1, 4, 5)	Recognize different concepts of beauty in various cultures; (1, 4, 5)	Analyze the unique characteristics of music used for different purposes in various cultures; (1, 2, 3, 4, 5)
Benchmark 3	Develop an awareness of how music is used in daily life, in the workplace, and within the community; (1, 4, 5)	Identify and explore music and the roles of musicians in differing cultures and environments; (1, 3, 4, 5)	Express the impact of music on intellect and emotion; (1, 3, 4, 5)
Benchmark 4	Explore various choices available in the creative processes of music; (1, 3, 4)	Examine traditional and technological options as they pertain to creative processes in music; (1, 3, 4)	Compare and contrast traditional and technological options available for artistic expression in music; (1, 2, 3, 4)
Benchmark 5	Participate in elementary inquiry into the basic question “What is music?” (1, 3)	Identify, reflect, and distinguish differences in the elements of music as heard in musical works. (1, 3, 4)	Articulate intuitive reactions and draw personal conclusion about musical works. (1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1748 (August 2002).

Subchapter C. Historical Perspective and Cultural Perception

§533. Focus

A. Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creed, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

1. Standard. Students will develop historical perspective and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq. **HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1749 (August 2002).

§535. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

HP-3M-E1	Recognize musical styles representative of various cultures	(1, 3, 4)
HP-3M-E2	Explore and discuss the development of music within historical and cultural contexts	(1, 3, 4)
HP-3M-E3	Recognize musical instruments of various cultures	(1, 2)
HP-3M-E4	Recognize the roles of musicians in various cultures	(1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1749 (August 2002).

§537. Benchmarks 5-8

A. In grades 5–8, what students should know and be able to do includes:

HP-3M-M1	Identify characteristics of musical styles representative of historical periods and cultures	(1, 2, 3, 4)
HP-3M-M2	Compare and contrast the characteristics of music within historical and cultural contexts	(1, 2, 3, 4)
HP-3M-M3	Identify specific uses of musical instruments in various cultures	(1, 3, 4)
HP-3M-M4	Explore and discuss the roles of musicians in various cultures	(1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1749 (August 2002).

§539. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

HP-3M-H1	Compare and contrast musical styles that represent various historical periods and cultures	(1, 2, 3, 4)
HP-3M-H2	Analyze the role of music as it fulfills societal needs within historical and cultural contexts	(1, 2, 3, 4, 5)
HP-3M-H3	Compare and contrast uses of musical instruments in various cultures	(1, 2, 3, 4)
HP-3M-H4	Compare and contrast the roles of prominent musicians within various cultures	(1, 3, 4, 5)

EDUCATION

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1749 (August 2002).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student

§541. Historical Perspective and Cultural PerceptionCGrade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Recognize musical styles representative of various cultures; (1, 3, 4)	Identify characteristics of musical styles representative of historical periods and cultures; (1, 2, 3, 4)	Compare and contrast musical styles that represent various historical periods and cultures; (1, 2, 3, 4)
Benchmark 2	Explore and discuss the development of music within historical and cultural contexts; (1, 3, 4)	Compare and contrast the characteristics of music within historical and cultural contexts; (1, 2, 3, 4)	Analyze the role of music as it fulfills societal needs within historical and cultural contexts; (1, 2, 3, 4, 5)
Benchmark 3	Recognize musical instruments of various cultures; (1, 2)	Identify specific uses of musical instruments in various cultures. (1, 3, 4)	Compare and contrast uses of musical instruments in various cultures; (1, 2, 3, 4)
Benchmark 4	Recognize the roles of musicians in various cultures. (1, 3, 4)	Explore and discuss the roles of musicians in various cultures. (1, 3, 4)	Compare and contrast the roles of prominent musicians within various cultures. (1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1749 (August 2002).

Subchapter D. Critical Analysis

§547. Focus

A. Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, and make critical, reasoned judgments about the form and content of the arts.

1. Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1750 (August 2002).

§549. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CA-4M-E1	Develop an awareness of musical elements, forms, and styles through participation in musical experiences	(1, 2, 3, 5)
CA-4M-E2	Demonstrate behavior appropriate for varied musical environments	(1, 3, 4, 5)
CA-4M-E3	Explore music as a part of celebrations, ceremonies, and other special occasions	(1, 2, 3, 4, 5)
CA-4M-E4	Identify relationships among music, other art forms, and disciplines outside the arts	(1, 3, 4)
CA-4M-E5	Identify elements of music through listening activities	(1, 2, 3)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1750 (August 2002).

§551. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

CA-4M-M1	Analyze musical experiences with regard to fundamental elements, forms, and styles	(1, 2, 3, 4)
CA-4M-M2	Demonstrate and discuss behavior appropriate for varied musical environments	(1, 3, 4, 5)
CA-4M-M3	Recognize and identify the purpose and appropriateness of music in relation to celebrations, ceremonies, and events	(1, 2, 3, 4, 5)
CA-4M-M4	Investigate relationships among music, other art forms, and disciplines outside the arts	(1, 2, 3, 4)
CA-4M-M5	Explore elements of music through listening to a variety of musical examples	(1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1750 (August 2002).

§553. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CA-4M-H1	Utilize appropriate vocabulary to communicate informed judgments about musical experiences	(1, 2, 3, 4,)
CA-4M-H2	Experience and evaluate behavior appropriate for varied musical environments	(1, 2, 3, 4, 5)

CA-4M-H3	Analyze appropriateness of music choices as they relate to purpose	(1, 2, 3, 4, 5)
CA-4M-H4	Identify commonalities and differences among music, other art forms, and disciplines outside the arts	(1, 2, 3, 4)
CA-4M-H5	Analyze elements of music through listening to a variety of musical examples	(1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1750 (August 2002).

§555. Critical AnalysisC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Develop an awareness of musical elements, forms, and styles through participation in musical experiences; (1, 2, 3, 5)	Analyze musical experiences with regard to fundamental elements, forms, and styles; (1, 2, 3, 4)	Utilize appropriate vocabulary to communicate informed judgments about musical experiences; (1, 2, 3, 4, 5)
Benchmark 2	Demonstrate behavior appropriate for varied musical environments; (1, 3, 4, 5)	Demonstrate and discuss behavior appropriate for varied musical environments; (1, 3, 4, 5)	Experience and evaluate behavior appropriate for varied musical environments; (1, 2, 3, 4, 5)
Benchmark 3	Explore music as a part of celebrations, ceremonies, and other special occasions; (1, 2, 3, 4, 5)	Recognize and identify the purpose and appropriateness of music in relation to celebrations, ceremonies, and events; (1, 2, 3, 4, 5)	Analyze appropriateness of music choices as they relate to purpose; (1, 2, 3, 4, 5)
Benchmark 4	Identify relationships among music, other art forms, and disciplines outside the arts; (1, 3, 4)	Investigate relationships among music, other art forms, and disciplines outside the arts; (1, 2, 3, 4)	Identify commonalities and differences among music, other art forms, and disciplines outside the arts; (1, 2, 3, 4)
Benchmark 5	Identify elements of music through listening activities. (1, 2, 3)	Explore elements of music through listening to a variety of musical example. (1, 2, 3, 4)	Analyze elements of music through listening to a variety of musical examples. (1, 2, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1750 (August 2002).

Chapter 7. Theatre Arts

Subchapter A. Creative Expression

§701. Focus

A. Creative Expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

1. Standard. Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1751 (August 2002).

§703. Benchmarks K–4

A. In grades K–4, what students should know and be able to do includes:

CE-1TH-E1	Explore and identify various emotions in interpersonal settings	(1, 4)
CE-1TH-E2	Interact in group situations and show differentiation of roles through experimentation and role playing	(1, 2, 3, 4, 5)
CE-1TH-E3	Identify and exhibit physical and emotional dimensions of characterization through experimentation and role playing	(1, 2, 4, 5)
CE-1TH-E4	Create story lines for improvisation	(1, 2, 3, 4)
CE-1TH-E5	Explore technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, costuming, make-up	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1751 (August 2002).

§705. Benchmarks 5–8

A. In grades 5–8, what students should know and be able to do includes:

CE-1TH-M1	Explore self-expression and various emotions individually and in groups	(1, 4, 5)
CE-1TH-M2	Demonstrate role playing in single and interpersonal relationships	(1, 2, 4, 5)
CE-1TH-M3	Demonstrate performance techniques, both physically and vocally, appropriate to a variety of characters	(1, 2, 4)
CE-1TH-M4	Create scripts from improvisational activities	(1, 2, 3, 4, 5)

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CE-1TH-M5	Use technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, costuming, set design, make-up	(1, 2, 3, 4, 5)
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AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1751 (August 2002).

§707. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CE-1TH-H1	Develop intrapersonal skills as an individual and as a performer	(1, 2)
CE-1TH-H2	Practice group performance dynamics that enhance characterization and interpret psychological motivation	(1, 2, 4, 5)

CE-1TH-H3	Demonstrate performance methods, styles, and techniques	(1, 2, 3, 4)
CE-1TH-H4	Write scripts for classroom, stage, and media performance, using various forms of technology	(1, 2, 3, 4)
CE-1TH-H5	Manipulate technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, set design and construction, costuming, make-up, properties, lights, sound, multimedia and management	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1751 (August 2002).

§709. Creative ExpressionCGrade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Explore and identify various emotions in interpersonal settings; (1, 4)	Explore self-expression and various emotions individually and in groups; (1, 4, 5)	Develop intrapersonal skills as an individual and as a performer; (1, 2)
Benchmark 2	Interact in group situations and show differentiation of roles through experimentation and role playing; (1, 2, 3, 4, 5)	Demonstrate role playing in single and interpersonal relationships; (1, 2, 4, 5)	Practice group performance dynamics that enhance characterization and interpret psychological motivation; (1, 2, 4, 5)
Benchmark 3	Identify and exhibit physical and emotional dimensions of characterization through experimentation and role playing; (1, 2, 4, 5)	Demonstrate performance techniques, both physically and vocally, appropriate to a variety of characters; (1, 2, 4)	Demonstrate performance methods, styles, and techniques; (1, 2, 3, 4)
Benchmark 4	Create story lines for improvisation; (1, 2, 3, 4)	Create scripts from improvisational activities; (1, 2, 3, 4, 5)	Write scripts for classroom, stage, and media performance, using various forms of technology; (1, 2, 3, 4)
Benchmark 5	Explore technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, costuming, make-up. (1, 2, 3, 4, 5)	Use technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, costuming, set design, make-up. (1, 2, 3, 4, 5)	Manipulate technical dimensions of the dramatic form individually and collaboratively such as theatrical space, scenery, set design and construction, costuming, make-up, properties, lights, sound, multimedia and management. (1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1751 (August 2002).

Subchapter B. Aesthetic Perception

§719. Focus

A. The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness of the concepts and ideas of others. The individual questions concepts, weighs evidence and

information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

1. Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1752 (August 2002).

§721. Benchmarks K-4

A. In grades K–4, what students should know and be able to do includes:

AP-2TH-E1	Recognize and respond to sensory and emotional experiences	(1, 2, 4)
AP-2TH-E2	Respond to others in dramatic activities	(1, 3, 5)
AP-2TH-E3	Practice the basics of listening and responding to demonstrate audience etiquette	(1, 4, 5)
AP-2TH-E4	Explore relationships among the theatre, other arts, and disciplines outside the arts	(1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1752 (August 2002).

§723. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

AP-2TH-M1	Recognize and discuss individual differences in sensory and emotional perceptions	(1, 2, 3, 4)
AP-2TH-M2	Recognize individual and group roles in the collaborative and creative process of drama	(1, 4, 5)
AP-2TH-M3	Recognize and respond to cultural differences displayed in conventional and unconventional roles, productions, and performances	(1, 3, 4, 5)
AP-2TH-M4	Describe relationships among theatre, other arts, and disciplines outside the arts	(1, 3, 4)

§727. Aesthetic PerceptionC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Recognize and respond to sensory and emotional experiences; (1, 2, 4)	Recognize and discuss individual differences in sensory and emotional perceptions; (1, 2, 3, 4)	Analyze and discuss character transformation and character relationships; (1, 2, 3, 4, 5)
Benchmark 2	Respond to others in dramatic activities; (1, 3, 5)	Recognize individual and group roles in the collaborative and creative process of drama; (1, 4, 5)	Discuss and respond to drama and multimedia with social and artistic discipline; (1, 2, 3, 4, 5)
Benchmark 3	Practice the basics of listening and responding to demonstrate audience etiquette; (1, 4, 5)	Recognize and respond to cultural differences displayed in conventional and unconventional roles, productions, and performances; (1, 3, 4, 5)	Construct social and personal meaning from informal and formal productions such as addressing theme, purpose, and point of view; (1, 2, 4)
Benchmark 4	Explore relationships among the theatre, other arts, and disciplines outside the arts. (1, 3, 4, 5)	Describe relationships among theatre, other arts, and disciplines outside the arts. (1, 3, 4)	Integrate relationships among theatre, other arts, and disciplines outside the arts. (1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1753 (August 2002).

Subchapter C. Historical Perspective and Cultural Perception

§737. Focus

A. Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creed, societies, and even the

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1752 (August 2002).

§725. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

AP-2TH-H1	Analyze and discuss character transformation and character relationships	(1, 2, 3, 4, 5)
AP-2TH-H2	Discuss and respond to drama and multimedia with social and artistic discipline	(1, 2, 3, 4, 5)
AP-2TH-H3	Construct social and personal meaning from informal and formal productions such as addressing theme, purpose, and point of view	(1, 2, 4)
AP-2TH-H4	Integrate relationships among theatre, other arts, and disciplines outside the arts	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1752 (August 2002).

civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

1. Standard. Students will develop historical perspective and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1753 (August 2002).

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§739. Benchmarks K-4

A. In grades K–4, what students should know and be able to do includes:

HP-3TH-E1	Recognize and discuss the differences in various cultures	(1, 2, 4, 5)
HP-3TH-E2	Recognize and recall the language of theatre arts	(1, 2, 4)
HP-3TH-E3	Recognize characters and situations in literature and media from various historical periods	(1, 4)
HP-3TH-E4	Recognize basic types and forms of theatre and communication arts, which includes media and technology	(1, 4)
HP-3TH-E5	Recognize and identify universal themes reflected in various cultures	(1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1753 (August 2002).

§741. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

HP-3TH-M1	Describe relationships between artistic expression and artistic choices in various cultures	(1, 2, 3, 4, 5)
HP-3TH-M2	Identify and use terminology and language appropriate to theatrical periods, environments, situations, and characters	(1, 3, 4)
HP-3TH-M3	Describe characters and situations within literary, cultural, and historical contexts	(1, 3, 4)

HP-3TH-M4	Describe patterns, types, and trends in communication and theatre arts, which includes media and technology	(1, 3, 4)
HP-3TH-M5	Identify and discuss ways in which theme has been revealed and developed in various cultures	(1, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1753 (August 2002).

§743. Benchmarks 9-12

A. In grades 9–12, what students should know and be able to do includes:

HP-3TH-H1	Analyze through a historical perspective the form and content of cultural works	(1, 2, 3, 4, 5)
HP-3TH-H2	Apply cultural and historical information to support period costumes, scripted scenes, scenery, and make-up	(1, 2, 3, 4)
HP-3TH-H3	Demonstrate a knowledge of theatre history and dramatic literature	(1, 3, 4)
HP-3TH-H4	Compare and contrast patterns, types, methods, styles, and trends in communication and theatre arts, which includes media and technology	(1, 2, 3, 4)
HP-3TH-H5	Analyze the universality of theme, situation, and motivation across cultures and time	(1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1753 (August 2002).

§745. Historical Perspective and Cultural PerceptionCGrade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Recognize and discuss the differences in various cultures; (1, 2, 4, 5)	Describe relationships between artistic expression and artistic choices in various cultures; (1, 2, 3, 4, 5)	Analyze through a historical perspective the form and content of cultural works; (1, 2, 3, 4, 5)
Benchmark 2	Recognize and recall the language of theatre arts; (1, 2, 4)	Identify and use terminology and language appropriate to theatrical periods, environments, situations, and characters; (1, 3, 4)	Apply cultural and historical information to support period costumes, scripted scenes, scenery, and make-up; (1, 2, 3, 4)
Benchmark 3	Recognize characters and situations in literature and media from various historical periods; (1, 4)	Describe characters and situations within literary, cultural, and historical contexts; (1, 3, 4)	Demonstrate a knowledge of theatre history and dramatic literature; (1, 3, 4)
Benchmark 4	Recognize basic types and forms of theatre and communication arts, which includes media and technology; (1, 4)	Describe patterns, types, and trends in communication and theatre arts, which includes media and technology; (1, 3, 4)	Compare and contrast patterns, types, methods, styles, and trends in communication and theatre arts, which includes media and technology; (1, 2, 3, 4)
Benchmark 5	Recognize and identify universal themes reflected in various cultures. (1, 4)	Identify and discuss ways in which theme has been revealed and developed in various cultures. (1, 4, 5)	Analyze the universality of theme, situation, and motivation across cultures and time. (1, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student

Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1754 (August 2002).

Subchapter D. Critical Analysis

§757. Focus

A. Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, and make critical, reasoned judgments about the form and content of the arts.

1. Standard. Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1754 (August 2002).

§759. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CA-4 TH-E1	Recognize and respond to basic media experiences such as stage, radio, film, and electronic media	(1, 3, 4)
CA-4 TH-E2	Describe personal observations of scripts and performances	(1, 3, 4)
CA-4 TH-E3	Identify the differences among reality, fantasy, role playing, and media representation	(1, 4)
CA-4 TH-E4	Recognize the function of the artist in creating works of art	(1, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1754 (August 2002).

§761. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

§765. Critical AnalysisCGrade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	Recognize and respond to basic media experiences such as stage, radio, film, and electronic media; (1, 3, 4)	Demonstrate an understanding of the basic principles and elements of media communication; (1, 2, 3, 4)	Analyze how performers/ presenters use movement, voice, language, and technical elements for communication; (1, 2, 3, 4, 5)
Benchmark 2	Describe personal observations of scripts and performances; (1, 3, 4)	Participate in a critique of scripts, performances and productions; (1, 2, 4)	Select, analyze, and interpret the various aspects of theatrical works, performances, and productions; (1, 2, 3, 4, 5)
Benchmark 3	Identify the differences among reality, fantasy, role playing, and media representation; (1, 4)	Identify levels and dimensions of characterization; (1, 2, 4)	Question motivation from the perspective of the character in a given situation; (1, 4, 5)
Benchmark 4	Recognize the function of the artist in creating works of art. (1, 4, 5)	Recognize and identify theatre careers and representative theatre artists in various cultures and historical periods. (1, 4, 5)	Identify and compare the careers, lives, works, and influence of representative theatre artists in various cultures and historical periods. (1, 2, 4, 5)

CA-4 TH-M1	Demonstrate an understanding of the basic principles and elements of media communication	(1, 2, 3, 4)
CA-4 TH-M2	Participate in a critique of scripts, performances and productions	(1, 2, 4)
CA-4 TH-M3	Identify levels and dimensions of characterization	(1, 2, 4)
CA-4 TH-M4	Recognize and identify theatre careers and representative theatre artists in various cultures and historical periods	(1, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1754 (August 2002).

§763. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CA-4 TH-H1	Analyze how performers/presenters use movement, voice, language, and technical elements for communication	(1, 2, 3, 4, 5)
CA-4 TH-H2	Select, analyze, and interpret the various aspects of theatrical works, performances, and productions	(1, 2, 3, 4, 5)
CA-4 TH-H3	Question motivation from the perspective of the character in a given situation	(1, 4, 5)
CA-4 TH-H4	Identify and compare the careers, lives, works, and influence of representative theatre artists in various cultures and historical periods	(1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1754 (August 2002).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1755 (August 2002).

Chapter 9. Visual Arts

Subchapter A. Creative Expression

§901. Focus

A. Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

1. Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1755 (August 2002).

§903. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CE-1VA-E1	Explore and identify imagery from a variety of sources and demonstrate visual representation	(1, 2)
CE-1VA-E2	Explore techniques and technologies for visual expression and communication	(2, 3)
CE-1VA-E3	Use art vocabulary and the elements and principles of design to communicate the language of art	(1, 2)
CE-1VA-E4	Explore and identify art careers across the disciplines and cultures	(2, 4)
CE-1VA-E5	Work individually and as a group member in a responsible and productive manner	(1, 5)
CE-1VA-E6	Understand relationships among the arts and other disciplines outside the arts	(4)
CE-1VA-E7	Maintain an individual journal or sketchbook	(1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1755 (August 2002).

§905. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

CE-1VA-M1	Demonstrate art methods and techniques in visual representations based on research of imagery	(1, 2)
CE-1VA-M2	Select and apply media, techniques, and technology to visually express and communicate	(1, 2)
CE-1VA-M3	Use the elements and principles of design to visually express individual ideas	(1, 2)
CE-1VA-M4	Communicate knowledge of art concepts and relationships among various cultures, disciplines, and art careers	(2, 4)
CE-1VA-M5	Produce ideas for art productions while engaging in both individual and group activities	(1, 5)
CE-1VA-M6	Identify the relationships between the arts and other disciplines through art production	(4)
CE-1VA-M7	Maintain a sketchbook or journal and develop a portfolio	(1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1755 (August 2002).

§907. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CE-1VA-H1	Produce works of art that successfully convey a central thought based on ideas, feelings, and memories	(1, 2)
CE-1VA-H2	Apply a variety of media techniques, technologies, and processes for visual expression and communication	(2, 3)
CE-1VA-H3	Recognize and utilize individual expression through the use of the elements of design while exploring compositional problems	(1, 2)
CE-1VA-H4	Produce a visual representation of ideas derived through the study of various cultures, disciplines, and art careers	(2, 4)
CE-1VA-H5	Produce imaginative works of art generated from individual and group ideas	(1, 5)
CE-1VA-H6	Produce works of art that describe and connect art with other disciplines	(4)
CE-1VA-H7	Maintain a sketchbook or journal and develop a portfolio	(1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1756 (August 2002).

§909. Creative ExpressionC Grade Cluster

Grade Cluster	K–4	5–8	9–12
Benchmark 1	Explore and identify imagery from a variety of sources and demonstrate visual representation; (1, 2)	Demonstrate art methods and techniques in visual representations based on research of imagery; (1, 2)	Produce works of art that successfully convey a central thought based on ideas, feelings, and memories; (1, 2)
Benchmark 2	Explore techniques and technologies for visual expression and communication; (2, 3)	Select and apply media, techniques, and technology to visually express and communicate; (1, 2)	Apply a variety of media techniques, technologies, and processes for visual expression and communication; (2, 3)
Benchmark 3	Use art vocabulary and the elements and principles of design to communicate the language of art; (1, 2)	Use the elements and principles of design to visually express individual ideas; (1, 2)	Recognize and utilize individual expression through the use of the elements of design while exploring compositional problems; (1, 2)
Benchmark 4	Explore and identify art careers across the disciplines and cultures; (2, 4)	Communicate knowledge of art concepts and relationships among various cultures, disciplines, and art careers; (2, 4)	Produce a visual representation of ideas derived through the study of various cultures, disciplines, and art careers; (2, 4)
Benchmark 5	Work individually and as a group member in a responsible and productive manner; (1, 5)	Produce ideas for art productions while engaging in both individual and group activities; (1, 5)	Produce imaginative works of art generated from individual and group ideas; (1, 5)
Benchmark 6	Understand relationships among the arts and other disciplines outside the arts; (4)	Identify the relationships between the arts and other disciplines through art production; (4)	Produce works of art that describe and connect art with other disciplines; (4)
Benchmark 7	Maintain an individual journal or sketchbook. (1, 4)	Maintain a sketchbook or journal and develop a portfolio. (1, 4)	Maintain a sketchbook or journal and develop a portfolio. (1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1756 (August 2002).

Subchapter B. Aesthetic Perception**§919. Focus**

A. The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness of the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

1. Standard. Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1756 (August 2002).

§921. Benchmarks K–4

A. In grades K–4, what students should know and be able to do includes:

AP-2VA-E1	Develop skills in using basic art vocabulary, including the elements of design, to critique individual work and that of others	(1, 5)
AP-2VA-E2	Recognize and respond to concepts, such as beauty and taste, which are determined by culture and differ from person to person	(1, 5)
AP-2VA-E3	Discuss and identify the role and status of the artist and how art is used in daily life, in the workplace, and within the community	(3, 4, 5)
AP-2VA-E4	Recognize and respond to the difference between judgment and preference in art	(2, 3)
AP-2VA-E5	Participate in elementary inquiry into the basic question "What is art?"	(1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1756 (August 2002).

§923. Benchmarks 5–8

A. In grades 5–8, what students should know and be able to do includes:

AP-2VA-M1	Use art elements, principles of design, and art vocabulary for responding to the aesthetic qualities of a work of art	(1, 3)
AP-2VA-M2	Develop and communicate an awareness of the ideas and creations of others, and recognize that concepts, like beauty and taste, differ by culture	(1, 5)
AP-2VA-M3	Identify and explore the meaning of art and the role of artists in their culture and environment	(3, 4, 5)
AP-2VA-M4	Illustrate awareness of new ideas, possibilities, options, and situations pertaining to the art world	(2, 3)

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AP-2VA-M5	Identify, reflect, and distinguish differences of images, symbols, and sensory qualities seen in a work of art and in those in nature	(1)
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1757 (August 2002).

§925. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

AP-2VA-H1	Use an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art	(1, 3)
AP-2VA-H2	Analyze unique characteristics of art as it reflects the quality of everyday life in various cultures	(1, 5)

AP-2VA-H3	Use descriptors, analogies, and other metaphors to describe interrelationships observed in works of art, nature, and the total environment	(3, 4, 5)
AP-2VA-H4	Compare and contrast the multiple possibilities and options available for artistic expression	(2, 3)
AP-2VA-H5	Question/weigh evidence and information, examine intuitive reactions, and draw personal conclusions about works of art	(1)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1757 (August 2002).

§927. Aesthetic PerceptionC Grade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	Develop skills in using basic art vocabulary, including the elements of design, to critique individual work and that of others; (1, 5)	Use art elements, principles of design, and art vocabulary for responding to the aesthetic qualities of a work of art; (1, 3)	Use an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art; (1, 3)
Benchmark 2	Recognize and respond to concepts, such as beauty and taste, which are determined by culture and differ from person to person; (1, 5)	Develop and communicate an awareness of the ideas and creations of others, and recognize that concepts, like beauty and taste, differ by culture; (1, 5)	Analyze unique characteristics of art as it reflects the quality of everyday life in various cultures; (1, 5)
Benchmark 3	Discuss and identify the role and status of the artist and how art is used in daily life, in the workplace, and within the community; (3, 4, 5)	Identify and explore the meaning of art and the role of artists in their culture and environment; (3, 4, 5)	Use descriptors, analogies, and other metaphors to describe interrelationships observed in works of art, nature, and the total environment; (3, 4, 5)
Benchmark 4	Recognize and respond to the difference between judgment and preference in art; (2, 3)	Illustrate awareness of new ideas, possibilities, options, and situations pertaining to the art world; (2, 3)	Compare and contrast the multiple possibilities and options available for artistic expression; (2, 3)
Benchmark 5	Participate in elementary inquiry into the basic question "What is art?" (1, 2, 3, 4, 5)	Identify, reflect, and distinguish differences of images, symbols, and sensory qualities seen in a work of art and in those in nature. (1)	Question/weigh evidence and information, examine intuitive reactions, and draw personal conclusions about works of art. (1)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1757 (August 2002).

Subchapter C. Historical Perspective and Cultural Perception

§937. Focus

A. Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creed, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures,

a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

1. Students will develop historical perspective and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1757 (August 2002).

§939. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

HP-3VA-E1	Recognize and identify works of art by subjects, cultures, and time periods	(1, 2)
HP-3VA-E2	Express how visual symbols communicate a universal language	(1, 4, 5)
HP-3VA-E3	Explore and discuss art images from the past and the present	(1, 3, 4)
HP-3VA-E4	Identify media used in works of art throughout history	(2, 3)
HP-3VA-E5	Describe ways the visual arts are used in daily life	(1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1758 (August 2002).

§941. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

HP-3VA-M1	Recognize and classify works of art by their style, theme, time period, and culture	(1, 2)
HP-3VA-M2	Understand how works of art cross historical, geographical, and political boundaries	(1, 4, 5)
HP-3VA-M3	Recognize the significance of themes, symbols, and ideas in art that convey messages from the past and present	(1, 3, 4)
HP-3VA-M4	Analyze and identify media and techniques used by artists throughout history	(2, 3)

HP-3VA-M5	Recognize individual artistic expression and cultural influences to understand the arts within the community	(1, 2, 4, 5)
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1758 (August 2002).

§943. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

HP-3VA-H1	Categorize specific styles and periods of art as they relate to various cultural, political, and economic conditions	(1, 2)
HP-3VA-H2	Analyze how works of art cross geographical, political, and historical boundaries	(1, 4, 5)
HP-3VA-H3	Compare and contrast ways art has been used as a means of communication throughout history	(1, 2, 3, 4)
HP-3VA-H4	Analyze materials, technologies, media, and processes of the visual arts throughout history	(2, 3)
HP-3VA-H5	Identify the roles of artists who have achieved recognition and their influences on the community	(1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1758 (August 2002).

§945. Historical Perspective and Cultural PerceptionC Grade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	Recognize and identify works of art by subjects, cultures, and time periods; (1, 2)	Recognize and classify works of art by their style, theme, time period, and culture; (1, 2)	Categorize specific styles and periods of art as they relate to various cultural, political, and economic conditions; (1, 2)
Benchmark 2	Express how visual symbols communicate a universal language; (1, 4, 5)	Understand how works of art cross historical, geographical, and political boundaries; (1, 4, 5)	Analyze how works of art cross geographical, political, and historical boundaries; (1, 4, 5)
Benchmark 3	Explore and discuss art images from the past and the present; (1, 3, 4)	Recognize the significance of themes, symbols, and ideas in art that convey messages from the past and present; (1, 3, 4)	Compare and contrast ways art has been used as a means of communication throughout history; (1, 2, 3, 4)
Benchmark 4	Identify media used in works of art throughout history; (2, 3)	Analyze and identify media and techniques used by artists throughout history; (2, 3)	Analyze materials, technologies, media, and processes of the visual arts throughout history; (2, 3)
Benchmark 5	Describe ways the visual arts are used in daily life. (1, 2, 4, 5)	Recognize individual artistic expression and cultural influences to understand the arts within the community. (1, 2, 4, 5)	Identify the roles of artists who have achieved recognition and their influences on the community. (1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student

Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1758 (August 2002).

Subchapter D. Critical Analysis

§955. Focus

A. Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, and make critical, reasoned judgments about the form and content of the arts.

1. Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1759 (August 2002).

§957. Benchmarks K-4

A. In grades K-4, what students should know and be able to do includes:

CA-4VA-E1	View works of art, express an opinion, and justify individual viewpoints	(1, 2, 3)
CA-4VA-E2	Work individually and/or collectively to identify symbols and images in art and other core curricula	(2, 3, 5)
CA-4VA-E3	Identify works of art by media, subject matter, and culture	(2, 3)
CA-4VA-E4	Relate individual and collective knowledge and experiences to works of art in forming opinions	(1, 2, 3, 4)
CA-4VA-E5	Express personal feelings or interpretations about works of art and explain negative or positive comments	(1, 2)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1759 (August 2002).

§959. Benchmarks 5-8

A. In grades 5-8, what students should know and be able to do includes:

CA-4VA-M1	Observe works of art and describe through visual, verbal, or written avenues how artists use the design elements and principles	(1, 2, 3)
CA-4VA-M2	Work individually and/or collectively to analyze/interpret symbols and images for meaning, purpose, and value in art and other core curricula	(2, 3, 5)
CA-4VA-M3	Classify the style, period, media, and culture in works of art	(2, 3)
CA-4VA-M4	Discuss how culture influences artists' use of media, subject matter, symbols, and themes in relation to works of art	(1, 2, 3, 4)
CA-4VA-M5	Develop interpretations about works of art and explain negative or positive comments while respecting the views of others	(2, 3, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1759 (August 2002).

§961. Benchmarks 9-12

A. In grades 9-12, what students should know and be able to do includes:

CA-4VA-H1	Translate knowledge of the design elements and principles to communicate individual ideas	(1, 2, 3)
CA-4VA-H2	Work individually and/or collectively to compare and contrast symbols and images in the visual arts within historical periods and in other core curricula	(2, 3, 4)
CA-4VA-H3	Compare and contrast the processes, subjects, and media of the visual arts	(2, 3)
CA-4VA-H4	Analyze how specific works are created and how they relate to cultures and to historical periods	(1, 2, 3, 4)
CA-4VA-H5	Select and analyze a work of art and give a personal interpretation of that work based on information researched	(2, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1759 (August 2002).

§963. Critical AnalysisCGrade Cluster

Grade Cluster	K-4	5-8	9-12
Benchmark 1	View works of art, express an opinion, and justify individual viewpoints; (1, 2, 3)	Observe works of art and describe through visual, verbal, or written avenues how artists use the design elements and principles; (1, 2, 3)	Translate knowledge of the design elements and principles to communicate individual ideas; (1, 2, 3)
Benchmark 2	Work individually and/or collectively to identify symbols and images in art and other core curricula; (2, 3, 5)	Work individually and/or collectively to analyze/interpret symbols and images for meaning, purpose, and value in art and other core curricula; (2, 3, 5)	Work individually and/or collectively to compare and contrast symbols and images in the visual arts within historical periods and in other core curricula; (2, 3, 4)
Benchmark 3	Identify works of art by media, subject matter, and culture; (2, 3)	Classify the style, period, media, and culture in works of art; (2, 3)	Compare and contrast the processes, subjects, and media of the visual arts; (2, 3)

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Grade Cluster	K–4	5–8	9–12
Benchmark 4	Relate individual and collective knowledge and experiences to works of art in forming opinions; (1, 2, 3, 4)	Discuss how culture influences artists' use of media, subject matter, symbols, and themes in relation to works of art; (1, 2, 3, 4)	Analyze how specific works are created and how they relate to cultures and to historical periods; (1, 2, 3, 4)
Benchmark 5	Express personal feelings or interpretations about works of art and explain negative or positive comments. (1, 2)	Develop interpretations about works of art and explain negative or positive comments while respecting the views of others. (2, 3, 5)	Select and analyze a work of art and give a personal interpretation of that work based on information researched. (2, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, Student

Standards and Assessments, LR 24:296 (February 1998), amended LR 28:1760 (August 2002).

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